



Iva Elementary

803 Antreville Hwy.
Iva, SC 29655

Grades	PK-5 Elementary School	
Enrollment	552 Students	
Principal	J. Eric Hughes	864-348-6400
Superintendent	L. Hugh Smith	864-348-6196
Board Chair	Curtis Wiles	864-348-6196

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Good	Below Average
2006	Good	Good
2005	Average	Below Average
2004	Average	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

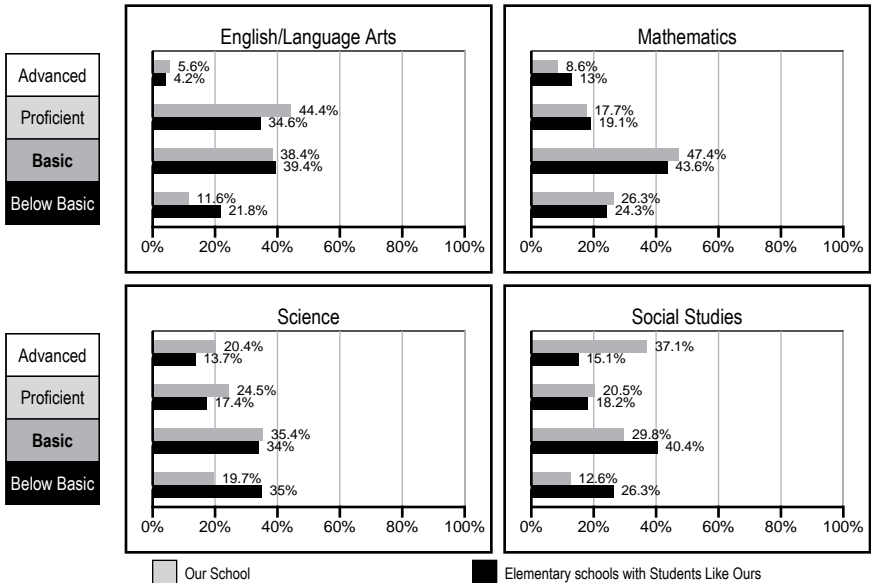
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	46	36	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=552)				
First graders who attended full-day kindergarten	98.7%	Up from 97.7%	100.0%	100.0%
Retention rate	3.6%	Down from 6.2%	2.8%	2.3%
Attendance rate	96.1%	Up from 96.0%	96.1%	96.3%
Eligible for gifted and talented	6.0%	Down from 8.7%	9.2%	10.4%
With disabilities other than speech	9.2%	Down from 9.3%	8.9%	7.5%
Older than usual for grade	0.7%	Down from 0.9%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	63.2%	Down from 64.1%	57.1%	56.7%
Continuing contract teachers	92.1%	Up from 87.2%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.9%	Up from 92.6%	87.2%	86.4%
Teacher attendance rate	94.0%	Down from 95.3%	94.7%	94.9%
Average teacher salary	\$42,877	Up 5.1%	\$45,361	\$45,345
Professional development days/teacher	15.8 days	Down from 17.3 days	12.9 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 15.3 to 1	18.6 to 1	18.5 to 1
Prime instructional time	88.3%	Down from 90.2%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,302	Up 3.7%	\$6,982	\$7,052
Percent of expenditures for instruction*	67.3%	Up from 65.0%	68.9%	69.1%
Percent of expenditures for teacher salaries*	61.0%	Up from 59.6%	64.9%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Iva Elementary has had another busy, but outstanding, school year. Iva is fully accredited by the Southern Association of Colleges and Schools and has an all-clear status from the State Department of Education. At Iva Elementary, our students are held accountable for learning state standards and striving toward high achievement. Parents and visitors are always welcome, and our staff truly cares about the children we work with. The improvements seen at Iva Elementary are made because of the teamwork provided by our faculty and staff, committed parents, and a caring, supportive community.

Iva Elementary made AYP for the second year in a row; we had a "Good" Absolute Rating on our Report Card for the second year in a row; we were recognized by the Education Oversight Committee for closing the achievement gap through the exemplary 2007 PACT performance of historically underachieving students; we received the Writing-To-Win Exemplary School of Writing Award; our fourth grade students read over 3,000 books this school year; and we were able to complete the paving project on our 3rd-5th grade walking track. These are just a few of the wonderful successes seen at Iva Elementary School.

We are extremely proud of the hard work, responsibility, respect, and school spirit demonstrated by the students that attend Iva Elementary. Our students have made numerous accomplishments including a school and district Lt. Governor's essay winner, a school spelling bee winner, Promising Young Writer Award Winners, and Regional Science Fair Winners. Students from each homeroom are also recognized monthly as "Terrific Kids" based on positive school behavior and a willingness to help others.

Iva Elementary continues to strive for school improvement on a daily basis. As professional educators, we are dedicated in providing instruction that motivates our children to learn. We are grateful for the wonderful help and support we receive from our parents and our community.

Eric Hughes, Principal
Melinda Boggs, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	78	43
Percent satisfied with learning environment	100.0%	80.8%	83.3%
Percent satisfied with social and physical environment	100.0%	78.2%	90.7%
Percent satisfied with school-home relations	97.6%	84.6%	90.5%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 14 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	254	99.2	10.6	38.7	44.3	6.4	63.4	47.6	48.2	Yes	Yes
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Gender

Male	134	98.5	11.4	48	35	5.7	55.3	42.4	41.7	N/A	N/A
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Female	120	100	9.8	28.6	54.5	7.1	72.3	53.4	55	N/A	N/A
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Racial/Ethnic Group

White	214	99.1	10.2	35.5	47.7	6.6	67	49.5	60	Yes	Yes
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African American	36	100	11.8	55.9	26.5	5.9	47.1	34.6	31.7	I/S	I/S
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	40	95	29.7	54.1	10.8	5.4	32.4	12.9	16	I/S	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	175	99.4	13.3	43.7	38.6	4.4	60.1	40.5	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	254	99.6	25.4	47.5	18.2	8.9	42.8	41.4	45.8	Yes	Yes
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Gender

Male	134	99.3	21.8	49.2	19.4	9.7	46.8	43.8	45.6	N/A	N/A
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Female	120	100	29.5	45.5	17	8	38.4	38.7	45.9	N/A	N/A
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Racial/Ethnic Group

White	214	99.5	21.7	49.5	18.7	10.1	46	44.3	59	Yes	Yes
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African American	36	100	41.2	41.2	14.7	2.9	26.5	20.5	26.9	I/S	I/S
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	40	97.5	52.6	31.6	10.5	5.3	21.1	10.5	17.1	I/S	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	175	99.4	31.6	50	14.6	3.8	32.3	32	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	163	99.4	18.8	34.9	25.5	20.8	46.3	39.4	35.7	96.1	95.5
Gender											
Male	85	98.8	18.2	31.2	28.6	22.1	50.6	42	37.4	96	95.4
Female	78	100	19.4	38.9	22.2	19.4	41.7	36.7	33.8	96.2	95.6
Racial/Ethnic Group											
White	135	99.3	17.2	32	27	23.8	50.8	42.3	49.2	96.1	95.4
African American	25	100	25	50	16.7	8.3	25	21.5	17	96.1	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	94.4	95.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	99.3	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.1	95.3
Disability Status											
Disabled	28	100	32.1	35.7	25	7.1	32.1	13.7	14	95.4	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	99.6	96.4
Socio-Economic Status											
Subsided meals	112	99.1	23.5	38.8	23.5	14.3	37.8	29.9	21.1	95.6	94.8

Social Studies

All Students	166	100	12.3	29.9	20.8	37	57.8	36.5	34	96.1	95.5
Gender											
Male	90	100	9.5	32.1	20.2	38.1	58.3	40.3	36.6	96	95.4
Female	76	100	15.7	27.1	21.4	35.7	57.1	32.3	31.3	96.2	95.6
Racial/Ethnic Group											
White	141	100	11.5	28.2	19.1	41.2	60.3	37.9	44.5	96.1	95.4
African American	22	100	15	40	30	15	45	25.7	19.1	96.1	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	94.4	95.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	99.3	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.1	95.3
Disability Status											
Disabled	23	100	13.6	40.9	22.7	22.7	45.5	14	14.4	95.4	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	99.6	96.4
Socio-Economic Status											
Subsided meals	114	100	16.5	34	18.4	31.1	49.5	28.2	21	95.6	94.8

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	78	100	9.7	38.9	48.6	2.8	51.4
	4	85	100	6.8	48.6	43.2	1.4	44.6
	5	75	100	11.4	48.6	38.6	1.4	40
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	95	99	6.6	39.6	42.9	11	53.8
	4	75	98.7	22.7	34.8	42.4	0	42.4
	5	84	100	5.1	41	47.4	6.4	53.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	78	100	36.1	38.9	22.2	2.8	25
	4	85	100	18.9	45.9	24.3	10.8	35.1
	5	75	100	17.1	51.4	24.3	7.1	31.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	95	99	30.8	49.5	11	8.8	19.8
	4	75	100	23.9	47.8	22.4	6	28.4
	5	84	100	20.5	44.9	23.1	11.5	34.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	39	100	17.1	48.6	25.7	8.6	34.3
	4	85	100	17.8	24.7	30.1	27.4	57.5
	5	40	100	20	22.9	28.6	28.6	57.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	47	97.9	22.7	34.1	31.8	11.4	43.2
	4	75	100	17.9	34.3	26.9	20.9	47.8
	5	41	100	15.8	36.8	15.8	31.6	47.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	40	100	0	19.4	33.3	47.2	80.6
	4	85	100	13.7	35.6	19.2	31.5	50.7
	5	38	100	6.3	46.9	31.3	15.6	46.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	48	100	2.1	19.1	27.7	51.1	78.7
	4	75	100	19.4	40.3	17.9	22.4	40.3
	5	43	100	12.5	25	17.5	45	62.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

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I/S–Insufficient Sample